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ABSTRACT

Presented are guidelines for developing a cross-age tutoring program in the elementary school. Program goals and expectations are said to include social and academic improvement, and increased self image of both tutors and younger children. Two models for cross-age tutoring are outlined, and the process of implementing the program is reviewed. Roles of the tutor trainer and of participants, methods of selecting and matching tutors, training techniques, feedback sessions, activities of the tutor-teacher and evaluation procedures are considered. Appended are materials used in the program, including a tutor information sheet, sample letter to parents regarding the program, evaluation forms, questionnaire and a student selfrating form. Sample overlay materials used in the program are also provided. (CL)

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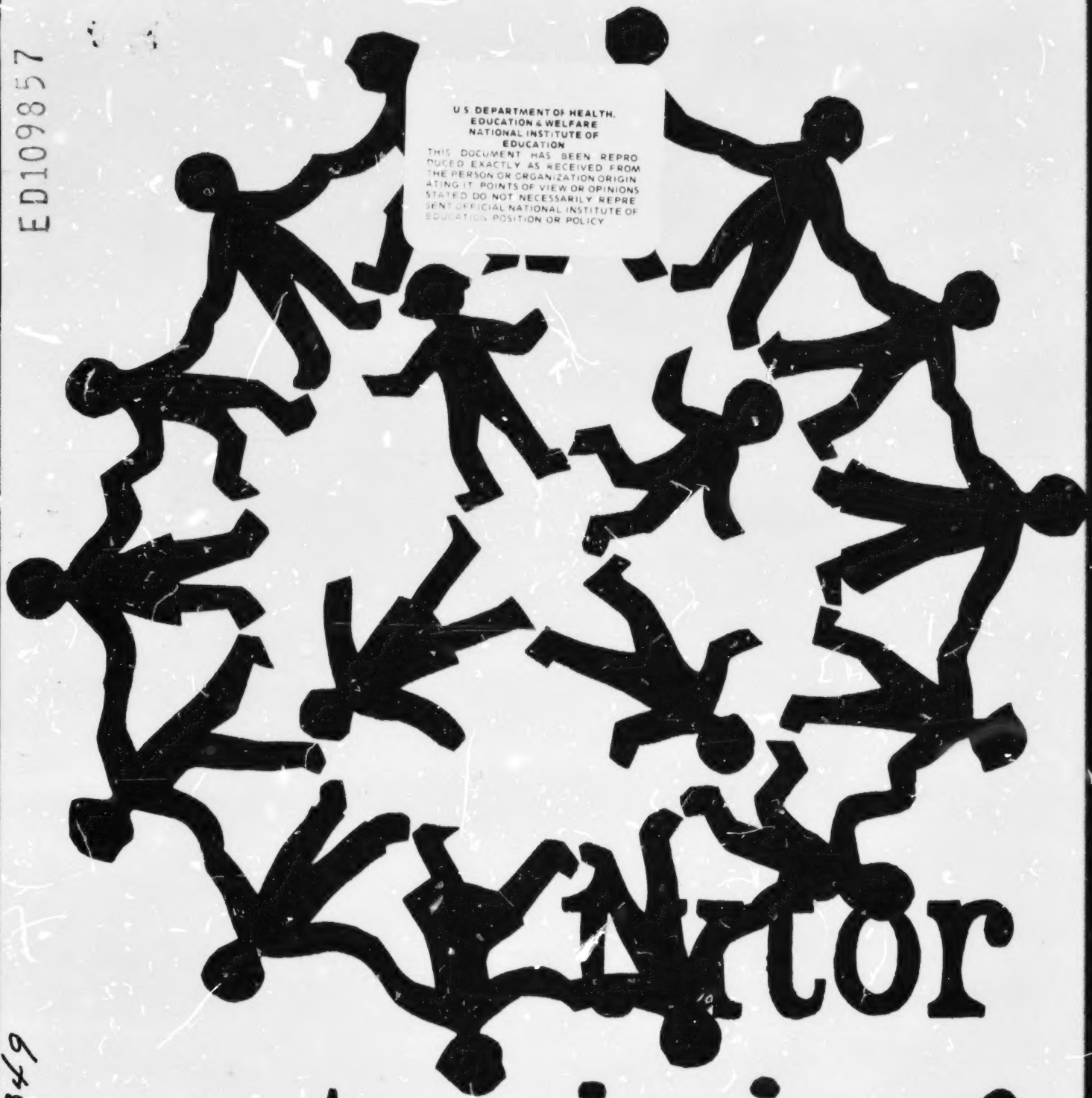

facilitator training

EC073349

TEAM LEARNING CENTER — TITLE VI-B + + + + + CASTRO VALLEY UNIFIED SCHOOL DISTRICT

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- Parent Evaluation of Cross-age Tutors (olders)
- Teacher Evaluation of Cross-age Tutoring
- Questionnaire for Students who will Receive Tutoring
- A Successful Tutor
- Student Self-Rating form
- "Children Can Teach Other Children", by Peggy Lippitt

CROSS-AGE TUTORING PROGRAM

- A -

Goals and Expectations

* Improved achievement - both academic and social - of participating students

Improved attending behavior of both tutors and youngers

Increase in completed assignments of tutors and youngers

Improved cooperation and interaction of tutors with each other

Improved self-image of both tutors and youngers

Increased leadership abilities of tutors

Positive gains in self-discipline will be made by tutors and youngers

Increased attendance by youngers

Individualized instruction will be increased

- B -

Two Models for Cross-age Tutoring

1. Selected group - A group of approximately ten students from the fifth or sixth grades may be selected due to various identified problems and strengths and trained to be student tutors. (The number of student tutors may increase after the initial program has started.) After the tutors have attended the training sessions for two weeks, they will be assigned to a specific child in first, second, or third grade. The tutor will go to the classroom of his assigned student Monday through Thursday for approximately twenty minutes. The time set for the tutoring session should be agreeable to both teachers involved.

or

2. Classroom group - An intermediate grade teacher may train his entire class to be cross-age teachers. In this model, all tutors work with youngers at the same time on Tuesday, Wednesday, and Thursday after training. Write lesson plans on Monday and have a feedback session on Friday.

* Research data: "A Cross-Age Teaching Resource Manual"

Models for Cross-age tutoring (cont'd.)

3. Summary of differences -

Activity	Teaching	Tutoring
Training	Same	
Trainer	Teacher	Anyone
Time of day - tutoring	one block of time	Anytime
Number of days - tutoring	3 days	4 or 5 days
Activities	Teaching or tutoring	Tutoring
Where to work	Anywhere	In the room

- C -

Process of Implementing the Cross-age Tutoring Program in a School

Discuss the program with the Principal and decide on possible 5th and 6th grade teacher or other school-located person to approach for involvement. The best type would be one with good communication and mutual respect between students and teacher.

Discuss project with this teacher and get commitments of involvement.

Meet with school staff to explain program and possible outcomes. Explain how the program can be expanded later if the need arises.

Explain "Teacher Outline of Cross-age Tutoring" to staff.

- D -

Role of Tutor Trainer

Responsible for Cross-age Tutoring Program in a school

Orients faculty to Cross-age tutoring

Locates job stations from primary grade teachers

Obtains parent permission for the students who will be tutors

Trains tutors

Assigns tutors to youngers

Monitors tutors working with youngers

Holds regular feedback sessions with tutors

Checks with sending and receiving teachers on tutor's progress

Holds lesson and curriculum planning sessions with tutors

Provides time for making learning games with tutors.

- E -

Roles of Participants

1. Sending Teacher (tutors) -

   a. Willing to let their student come to the tutor training session for approximately 20 minutes each day at a set time for about two weeks.

   b. Agree to permit the tutor to leave his regular class at the time arranged for his tutoring session at the elementary school.

      Things to be considered when selecting a time:

      1) Find a time that would not be inconvenient to either child, such as interfering with his favorite classroom experience or recess.
      2) The tutor should be able to be responsible for the time set for tutoring since it will be the same Monday through Thursday.
      3) Both teachers should be aware of the time the tutor should report for duty.

   c. Allow the tutor to meet with the Trainer in a group on Friday at a set time in order that he can be reinforced for his efforts or discuss problems regarding his tutoring.

   d. Communicate with the Trainer on the tutor's progress or problems within his own classroom or playground.

Sending teacher (cont'd.)

e. If the tutor has consistent problems in the class or playground, the trainer should be aware of them. However, it is hoped that consequences from the immediate act would result and not a threat toward losing the priviledge of tutoring. If a problem arises in direct connection with his responsibility as a tutor, the Trainer should be notified.

f. Refer student to the Trainer that you feel could benefit from the tutorial program.

g. After the students are selected, the teachers will need to meet briefly with the Trainer to describe the tutor. This is necessary in order to match the tutor and younger with similar behavior patterns.

2. Receiving Teacher (youngers) -

a. Meet with the Trainer regarding the child that is to be tutored.

Things to be considered:

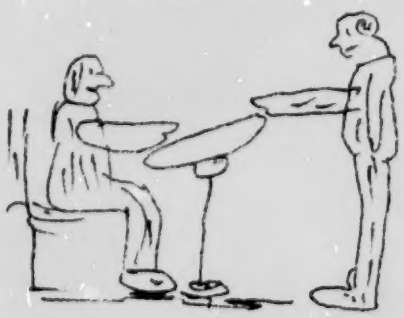
1) Discuss the various problems that the child is presently having. List specific area of learning or ways that the tutor might help the child in the classroom.
2) Discuss ways in which the tutor could reinforce the child to be tutored and how the tutor might best relate to the child.
3) Discuss possible problems that one might anticipate by having the tutor work in her classroom or out of the classroom each day at a specific time, and try to work out a realistic approach to eliminate the problems.

b. Willing to let a tutor come to her class at a specific time each day for approximately 20 minutes to work individually with an assigned student.

c. Be prepared to have something available in which the tutor can use to help his student. This will most likely be decided when you meet the Trainer However, when the tutors enters the classroom it might be necessary for the teacher to briefly show the tutor what he might do that day. For example, if it has been decided that the tutor will help his student with reading, the teacher may wish to show the tutor the vocabulary words or reading pages.

d. Report to the Trainer any problems that you find resulting from the program.

e. Fill out "Questionnaire for Students Who Will Receive Tutoring" form.



3. Student Tutors -

a. Attend training sessions

b. Responsible for his specific student, time to report for his tutoring job, and his behavior during the tutoring session.

c. Meet with the Trainer on Friday or Teacher on Monday and Friday to receive additional training, discuss problems and receive positive reinforcement for their efforts.

d. Report to the Trainer or Teacher if he is not able to be a tutor on a certain day. If the tutor is absent, due to illness, he should call the Trainer. Hopefully, this will make the tutor accept responsibility, plus feel important as he will be treated as a student teacher.

Selection and Matching Tutors With Youngers

1. Selection of Tutors and Youngers -

In order that the selected tutoring groups will not be identified as the "dummies" or "trouble makers", etc., the final selection will be an attempt to choose students with identified concerns and strengths.

Types of students to consider for the program - -

a. A bright student that is not achieving up to ability
b. Students that are absent frequently, unexcused
c. Students with low ability but could help small children
d. The agressive, hyperactive, disruptive, beligerent student that seldom performs in a manner that deserves a positive comment
e. The shy, withdrawn student
f. Any student that has a poor self-concept
"I'm dumb", "I can't do anything', "I always get into trouble."
g. Students that seem immature or lack responsibility
h. Students with peer problems
i. Model students
j. Students who volunteer to be tutors

2. Matching Procedures -

Considerations for matching tutors with youngers:

a. Similar personality and interests of tutors and youngers
b. Two years or more achievement spread
c. Receiving teacher's opinion of best type of tutor
d. A strong, stable, self-assured tutor with a younger who is a discipline problem
e. A warm, understanding tutor with a shy, reticent younger
f. A tutor with difficulties in math matched with a younger needing help in math
g. A bright tutor with a younger who needs enrichment activities.

Matching is done with the needs of both tutors and youngers in mind.

Training

1. Brief Explanation of Training Sessions

General Aim: Tutors will be trained to look for desirable behavior or learning responses and to give immediate reward. Through role play practice the tutor should learn to ignore undesirable behavior and responses and reinforce the specific behavior chosen for them to reinforce when working with their student.

Example:

1. Tutor is to teach his student a list of vocabulary words.

Described Behavior - - Student dislikes learning vocabulary words. During this time he acts silly, does not listen. Reinforcement at present may be that the teacher tells him to pay attention and the rest of the class look at him.

Desired Behavior - - Have student listen and say vocabulary words. The tutor presents the vocabulary words. When the student responds correctly he is immediately reinforced with a verbal praise. When the student acts silly or does not listen the tutor ignores him. When the student does not know the word the tutor tells him the answer and continues immediately. When the tutor presents the unknown word again and the student responds correctly, he receives a verbal praise and a concrete reward.

Explanation - - By responding appropriately and saying the vocabulary words, the student is now reinforced favorably. It is hoped that eventually the adverse behavior will become extinguished and the desired behavior of learning vocabulary words will become pleasurable.

2. Tutor Training Outline

1st day
- Who I am and who are you? Why are you here?
- What is Cross-age tutoring?
- Who are the students you will be working with?
  (Show overlays of problem situations)
- Have tutors start a positive behavior project on themselves.

2nd day
- Finish overlays
- Chart data on behavior project
- Fill out Self-Rating form

3rd day
- Role play tutoring (Tape record)
- Chart behavior - Discuss effects

4th day
- What is reinforcement? (Show overlays)
- What are your reinforcers?
- How do you use positive reinforcement?

5th day
- Practice use of positive reinforcement with role playing on chalkboard.
- Review reinforcers
- Interview with tutor's parents (Ideas on homework, school, other help.)

6th day
- Fill out Cross-age Tutoring Information Sheet
- Discuss parent interview

7th day
- Play reinforcement game -
  Review reinforcement - Tutor goes outside and others pick a behavior to repeat and tutor is to guess the behavior. First time, the clues will be shaking of head if far away. Second time, the clues will be the nodding of head, if closer.

8th day
- Role play - have the younger be negative
  What to do with negative behavior: (Show overlays)
  Ignore - Catch younger being good - Reinforce past success
  Use contingency management - "If you get 3 more done, we play a game."

9th day
- Set the mood - (Pass out "A Successful Tutor")
- Interview a younger student (1st, 2nd, or 3rd grader) Find out what he likes (homework)
- Three avenues of learning: sight, hearing, and touch. - Discuss how we learn.

10th day
- Role play tutor situations (Math)
- How to keep track of how much learning is going on -
  Charts: Reading timing, math timing, behavior projects - practice reading timing.

11th day
- Start behavior project on self or another person (Show chart overlay)
- Pass out and discuss "Tutor Information Sheet"

12th day
- Role play tutoring - math or reading at seats
- Construction of learning games - show some

13th day
- Lesson plans - how to make plans for a week
- Assign tutors to youngers

3. Adapt the training to your style of teaching to include affective and communication skills which you know about these situations and where the trainees are more aware of themselves and others' feelings.

4. Expanded Outline

1st day - The overlays shown the 1st and 2nd days relate to upset feelings. Have the students own their feelings about these situations and relate these situations to a younger child they might tutor.

The positive project refers to having each tutor count the good things he says or does to anyone. Examples will need to be given such as, "What can you say when your friend gets a home run?" or "How do you compliment your mother on a good dinner?"

2nd day - Chart this data daily. The self-rating form is used as a pre and post measure of self-esteem.

3rd day - Write an addition problem on the board and ask for volunteers to be the tutor and the younger. Let different pairs practice. Teacher can take a tutor part to model reinforcing behavior.

4th day - Put problem on the board and discuss how many positives could be said in working the problem. Have a pair work at the board and class counts the positives. Ask what are the tutor's rewards. Then show overlays on Reinforcement. Discuss how reinforcement can be used in tutoring.

5th day - Have tutors talk to their parents about school-related topics to report back on the 6th day.

6th day - The information sheet may help in matching.

7th day - This game is like the "Cold - Warm - Hot" game.

10th day - Teach how to give 1-minute timings and chart.

11th day - Have tutors keep track of some behavior they don't like that someone else is doing, such as -

... the number of times a day a brother or sister makes fun of the tutor -or-

... the number of times a parent gets upset with tutor.

Keep this data and chart for three days and then do some intervention and chart for a week.

- H -

Feedback Sessions

The adult in charge should practice reflective listening with the tutors and encourage the tutors to give positive ideas to help each other. Accept all ideas during brainstorming discussions and avoid negative criticism.

If the Trainer has noticed some difficulties or practices that could be improved while he was monitoring the tutors working with their youngers, the general topic could be brought up for discussion rather than criticizing the tutor.

Regular and frequent feedback sessions are important during the beginning days and weeks of tutoring. Once tutors have become more responsible for themselves as teachers, fewer feedback meetings are needed.

- I -

Possible Activities of a Tutor-Teacher

Continue exercises suggested by the Speech Therapist when she isn't there

Do fun things with a nontrusting child

Work on daily lesson in math or reading

Help develop motor skills with a child

Develop group social acceptance with a reticent child on the playground

Drill on math facts

Listen to a younger read

Read to a younger

Give timings and chart progress in math or reading

Be a teacher's aide in art activities

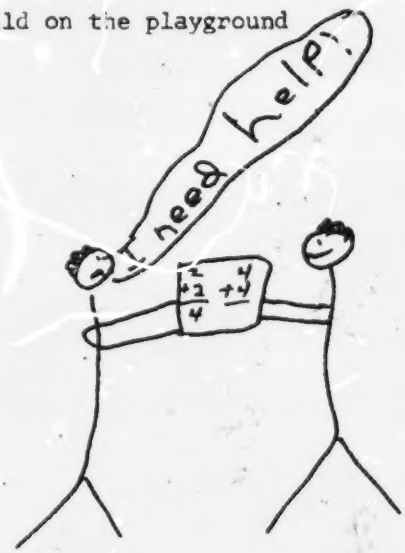
Play a learning game with a group

Listen to 1st grader read a Distar assignment

Work as a Harper Row Reading tutor

Teach a physical education game to a primary class

Take a younger to Learning Center to explore enriching activities.



Evaluation Procedures

Tutors - - - - Self-Rating forms given before training begins and four months after training.

Youngers - - - May be given Self-Rating form by tutors.

Teachers - - - Teacher Evaluation of Cross-age Tutoring form four months after tutoring begins.

Parents - - - Send out Parent Evaluation of Cross-age Tutoring form four months after the beginning of tutoring.

Evaluation Report Guidelines

Data to be collected on Cross-age Tutoring:

Total number of tutors

Total number of Sending and Receiving Teachers

Total number of participating schools

Mean change in Self-Rating of Tutors (4 months)

Summary of Teacher Evaluations

Summary of Parent Evaluations (4 months)

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Children Teach Children, Alan Gartner, Mary Kohler, Frank Riessman, Harper Row, 1971

Teacher and Child, Haim Ginott, MacMillan Co., 1972.

Self-Enhancing Education, Norma Randolph, Stanford Press, 1966.

"A Cross-Age Teaching Resource Manual", Montario-Montclair School District, 1971.

Minicourse Tutoring in Reading, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, Calif.

CROSS-AGE TUTOR INFORMATION

STUDENT _____ SCHOOL _____ GRADE ____ ROOM ____

AGE ____ NO. OF SISTERS ___ NO. OF BROTHERS ___

Do you have any special interests or hobbies? If so, what are they?

_____

What do you like to do in your spare time (out of school)?

_____

What is your favorite subject in school? _____

What subject gives you the most trouble? _____

Do you like to read? Why, or why not? _____

_____

When you do read, what kinds of things do you choose (books, magazines, comic books, newspapers)? _____

When you read books, which type (mystery, western, science fiction, animal, adventure, romance, cartoon, war, historical)? _____

Do you enjoy math? _____ Specifically, what areas of math (addition, subtraction, multiplication, division, fractions, etc.)? _____

Where do you study at home? _____

What type of job would you like to have when you graduate from school? If you plan to go to college, what do you want to study?

_____

Who do you admire the most of all the people you know? Why?

_____

We would appreciate an honest answer to the following question:
Why did you take Cross-Age Tutoring and what do you feel you have to offer in this class?

_____

How do you feel Cross-Age Tutoring can help you? _____

_____

_____

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TEACHER OUTLINE OF CROSS-AGE TUTORING

REQUESTS:

1. "Receiving teacher" initiates request on form provided.
2. A target behavior is stipulated (To increase number of words right on weekly spelling test; to increase percentage of time spent on reading seatwork.)

TUTOR RESPONSIBILITIES:

1. To report on time and leave on time
2. To attend all training meetings (usually held on Fridays at 12:30 p.m.)
3. To submit a lesson outline to the Trainer before starting work
4. To initially meet with the teacher before or after school to rehearse the lesson procedure before starting
5. To advise teacher before school if he is not reporting that day
6. To notify Trainer a day in advance of any drop or request for change of assignments.

SENDING TEACHER'S ROLE:

1. Willing to let tutor attend weekly training sessions (Usually 12:30 - 1:00 on Thursdays)
2. Agrees to release tutors for a 20-minute maximum period daily for tutorial purposes at a mutually convenient time.
3. If tutor is not completing class assignments - see Trainer.

RECEIVING TEACHER'S ROLE:

1. Requests tutor on form provided. Specifies target goal in observable, measurable terms.
2. Meets with tutor before or after school as often as necessary in advance of tutoring to specify what goals and materials are to be considered.
3. Notifies Trainer when necessary to recommend that student tutor assignment be terminated or changed.

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TUTOR INFORMATION SHEET

_____ _____ _____
(Name) (Room) (Teacher)

A. PROCEDURE

1. Meet to explain tutoring program
2. Tutor training - 15 days
3. Conference - tutor/teacher/trainer
4. Assign to younger _____ _____ _____
(Student) (Time) (Room)
5. Observe younger
6. Begin meeting with younger
7. Meet with Trainer every (Friday) at _____
8. Trainer observe progress in classroom
9. Conference - tutor/teacher/trainer (at end of two weeks)

B. REINFORCING TECHNIQUES (While observing the student, find out what the positive reinforcers are for your younger)

1. Praise student every time he does or says something correct - even writing his name
2. Pat student on the back for a good job done
3. Use a contingency with the student:
   a. When the task is done, play a game
   b. If the student gets a large percentage of task correct, i.e., 8 problems out of 10, play five minutes outside.
   c. Give a reward for a job well done. (stars, free time, game, etc.)

C. DISTRACTION AND INATTENTIVENESS

Ignore as much as possible.
Look for some positive action on which you can make a reinforcing comment
If you attend to or reinforce a negative action or something you want to stop, it will continue.
Instead of saying "Get back to work", say with enthusiasm, "You've done a good getting three right - let's see if you can get two more before I have to leave."
You set the mood - if you're calm and soft-spoken, your student will be calmer and try harder.

D. ACADEMIC BEHAVIOR - (Precision Teaching)

1. To find a base-rate give a one-minute time test on the subject and count the number of movements correct per minute and the number of errors per minute. This is the base-rate.
   Example: 14 digits correct on an addition fact sheet in one minute;
   34 words read in one minute.
2. Find this base-rate for 3 days to determine a "Before" intervention or instruction and record.
3. Begin instruction and find rate daily and chart.
4. Watch how your student grows on his chart.

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Dear _____:

Part of the services at _____ School now includes a student tutoring program. A selected group of students from the fifth and sixth grade classes will be trained to assist teachers in helping individual students in a specific subject such as reading and math in primary grades. The school feels it will be beneficial to the student tutors as well as the primary children they help.

Each tutor will be assigned a specific time to report to a primary class on Monday through Thursday. The time of tutoring will be twenty minutes. On Friday, the tutors will meet with the Trainer for progress reports and additional training. We will be interested in your child's growth during the period in which tutoring is taking place.

For evaluation purposes, each tutor and his teacher will complete a Self-Rating form before tutoring begins and again near the end of the year.

If you have any questions concerning your child's work as a student tutor, please feel free to contact _____
Phone: _____

Sincerely,

- - - -

PARENT EVALUATION OF CROSS-AGE TUTORS (youngers)

Are you aware that your child was receiving help from an older student at school? Yes _____ No _____

Does your child talk about his tutor? Yes _____ No _____

What does he/she say?

Do you think the tutor has helped your child academically? Yes _____ No _____

Comments:

Do you have any indication that your child is happier at school since tutoring began? Yes _____ No _____

In what ways can you tell?

Do you think this tutor program should continue in this school? Yes _____ No _____

Comments:

Would you like tutor help for your child to continue for the rest of this school year? Yes _____ No _____

Other comments and suggestions:

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PARENT EVALUATION OF CROSS-AGE TUTORS (olders)

Are you aware that your child was helping a younger student at school? Yes _____ No _____

Does you child talk about his younger? Yes _____ No _____

What does he/she say?

Do you think being a tutor has helped your child in any way? Yes _____ No _____

Comments:

Do you have any indication that your child is happier at school since he began tutoring? Yes _____ No _____

In what ways can you tell?

Do you think this tutor program should continue in this school? Yes _____ No _____

Other comments and suggestions:

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TEACHER EVALUATION OF CROSS-AGE TUTORING

(4 months)

How much help have the tutors been to your students?

_____ Much _____ Some _____ Little

What specific positive feelings do you have about Cross-age tutoring?

What specific improvements need to be made in this program?

Other comments or suggestions:

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QUESTIONNAIRE FOR STUDENTS WHO WILL RECEIVE TUTORING

Student _____ Teacher _____ Room _____

Grade _____

Time _____ Subject _____

1. What specific behavior needs to be accelerated?

   a. When does it occur? Time _____ Subject _____

   b. Possible reinforcements for improvement

2. What specific behavior needs to be decelerated?

   a. When does it occur? Time _____ Subject _____

3. How could the tutor be used in helping this child?

Tutor _____ Tutor's teacher _____

Time _____ Room _____

☐ to be completed after tutor is assigned

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A SUCCESSFUL TUTOR

- Is friendly, happy and enthusiastic
- Accepts each child for what he is
- Builds on SUCCESS
- Works through the child's strengths
- Helps the child develop a positive attitude toward the subject
- Gives praise often for effort as well as success
- Keeps a record of progress and accomplishments each day with the child
- Varies activities often by including:
    - listening
    - talking
    - reading
    - writing
    - moving
- Keeps verbal instructions simple and makes sure the child understands them.

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STUDENT SELF-RATING

Name _____

Date _____

The statements below describe some of the ways a person may feel about school, themselves, or others. Will you answer as accurately as you can?

You have a seven-point scale in which to rate each item. Consider the right side as true and the left side as false. Then decide how true or how false each statement is. Circle the numeral you feel is most correct. First impressions are best.

	False				True		
EXAMPLE: "I like strawberries."							
If you strongly agree, circle the "3" on the far right.	3	2	1	?	1	2	(3)
If you are not sure, circle "?" in the middle.	3	2	1	(?)	1	2	3
If you mildly disagree, circle the "1" on the false side.	3	2	(1)	?	1	2	3

		False				True		
1.	Kids pick on me.	3	2	1	?	1	2	3
2.	I am pretty happy	3	2	1	?	1	2	3
3.	I have good friends.	3	2	1	?	1	2	3
4.	School days are good days.	3	2	1	?	1	2	3
5.	My teacher really cares about me.	3	2	1	?	1	2	3
6.	I am glad to be at school.	3	2	1	?	1	2	3
7.	I like the way I look.	3	2	1	?	1	2	3
8.	I play by myself a lot.	3	2	1	?	1	2	3
9.	I know how to be good.	3	2	1	?	1	2	3
10.	Teachers like me.	3	2	1	?	1	2	3
11.	I give up when things get hard.	3	2	1	?	1	2	3
12.	Teachers are good.	3	2	1	?	1	2	3
13.	No one pays much attention to me at school.	3	2	1	?	1	2	3
14.	I like to work at school.	3	2	1	?	1	2	3
15.	My teacher helps me.	3	2	1	?	1	2	3
16.	Kids really like me.	3	2	1	?	1	2	3

What is to be gained by cross-age teaching in the elementary school?

What kind of training program is needed to develop good pupil tutors?

To have a successful program, what responsibilities must be assumed by teachers whose pupils are tutoring, or being tutored?

CHILDREN CAN TEACH OTHER CHILDREN

Peggy Lippitt

The door of the principal's office opened. A red-headed fifth grader brushed past the visiting teacher, and disappeared down the corridor.

"What's Billy Schwarts up to now?"

The principal smiled. "You'd be surprised. He came to show me the spelling test of a second grader he's been helping. Every word spelled correctly. Billy is as thrilled as if it were his own."

"Will wonders never cease?" murmured the teacher, who had been called on more than once to try to resolve Bill's continual referrals to the office and his negative attitude toward school. "What caused this change?"

"I changed first," the principal explained. "I cast myself in a new role with these discontented bigger students. I approached ten of our most influential and bored under-achieving boys and girls, not as the big boss laying down the law, but as an educational leader with problems. I laid it on the line - - how could I make school more fun for second graders who were having a hard time learning? Since they knew what it was like not to be getting along so well, what solutions did they have for the problems of the smaller youngsters? Then I invited these fifth graders to team up with me and the second-grade teachers to help the younger ones become more successful in school.

"They brought the idea that they could help, and began to work on a one-to-one basis. Now they keep coming in to show me how well their young students are doing."

This episode illustrates the growing recognition among educators that children helping other children learn may be a partial answer to four educational challenges: providing individualized instruction; increasing motivation; scheduling enrichment opportunities; and helping build self-esteem.

Children in the same grade often help each other. Recent experimentation reveals even greater advantages when older students become helpers for children three years or more their juniors. These outstanding gains are apparent:

Children receiving help from olders do not compare their skills unfavorably with those of their tutor.

Slower older students profit from tutoring. For example, sixth graders performing at fourth-grade level can readily help second graders performing at or below grade level.

The tutoring can provide enrichment for brighter students as well as remedial work for slower ones.

If you need a rationale for cross-age helping, certainly all children need more individual help than a teacher can possibly give by himself. Furthermore, older children, because they are children, offer resources adults cannot provide as well. They are closer in age and can often reach a child who is having difficulty when an adult cannot; they provide more realistic models of behavior; and they offer opportunity for friendship within the peer culture. Studies show a direct ratio between feelings of peer acceptance and ability to use one's learning potential.

But cross-age helpers need training to be successful. Without it, older children tend to boss youngsters because of their own frustrations at being bossed. Youngers are apt to distrust olders while at the same time copying their attitudes and behaviors.

Training of older helpers should include development of a sympathetic, caring attitude toward youngers and skill practice in how to make them feel useful, successful, and important. Youngers need reassurance that everyone needs help; that it is not dumb to ask for it, or stupid to receive it. With this training teachers notice changes such as increased academic skill, more class participation, better school attendance, improved grooming, and growth in self-confidence for both the helper and the helped.

At the University of Michigan, social scientists, administrators, and teachers have been testing a Cross-Age Helping Program for six years, trying it out in suburban and inner-city elementary and secondary schools.

Older helpers have an in-service training seminar once a week on how to relate successfully to younger children. Also once a week they have a briefing session with the teacher of the younger pupil to exchange ideas on how to meet remedial needs, enrich learning opportunities, and increase motivation to learn.

Helpers work directly with the younger children for 20 - 50 minutes (depending on age and interest) three or four days a week in reading, writing, spelling, math, physical education, shop or other activities. Sometimes the olders work with small groups instead of a single individual. The helping sessions take place whenever and wherever convenient; at the younger's desk, at the back of the room, in the hall outside the door, or in the library or special activity room.

Teachers can make or break a cross-age program. If you are a teacher of younger children you must consider the help of older students as a chance for your children to have individualized learning opportunities otherwise difficult to arrange. The helpers should be appreciated partners, and you should do for them what they hope to do for the youngers - - give clear directions and check to see if these are understood; voice appreciation and build self-esteem; and act as a model of how one person can relate constructively to another. As a receiving teacher you must create a classroom attitude that cross-age helping is a desirable opportunity for everyone.

If you are a sending teacher, you must regard the program as a valuable experience from which children can learn a great deal in academic and social skills they might not otherwise be motivated to attain. You must think of it as an opportunity for them to be appreciated by other teachers and younger children and to develop their resources by using them. The experience does not compete with the learning you provide, but makes the learning in their own classroom more meaningful.

In all cases, the role of the teacher is to support growth rather than maintain control. You become a promoter of collaboration, an establisher of the norms of helpfulness rather than competition. You delegate responsibility and share the limelight. In turn, you get a high level of cooperation and commitment to learning. The youngers enjoy school more because they are more successful. The olders grow in academic achievement, gain insights, and learn service-oriented techniques.

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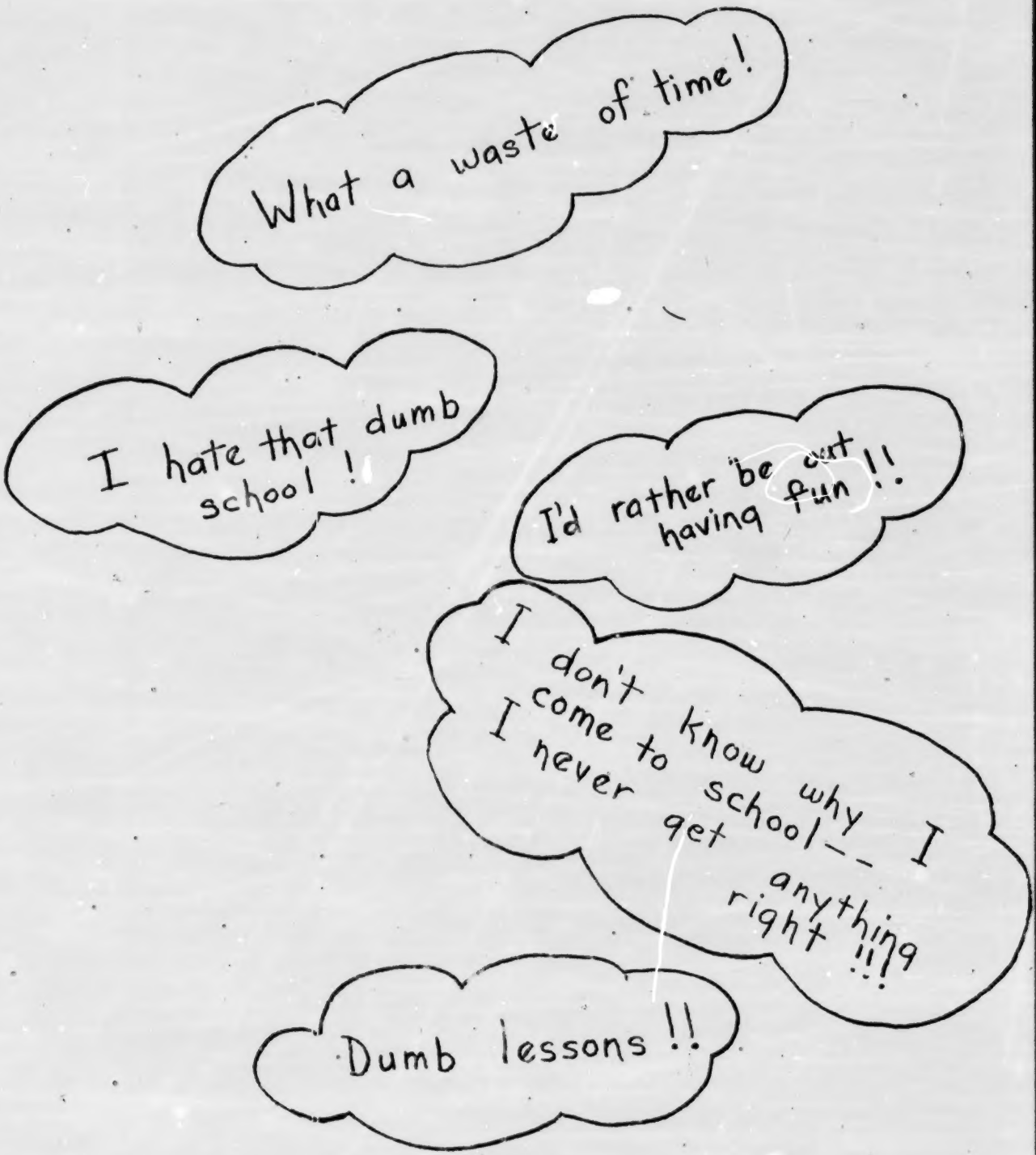
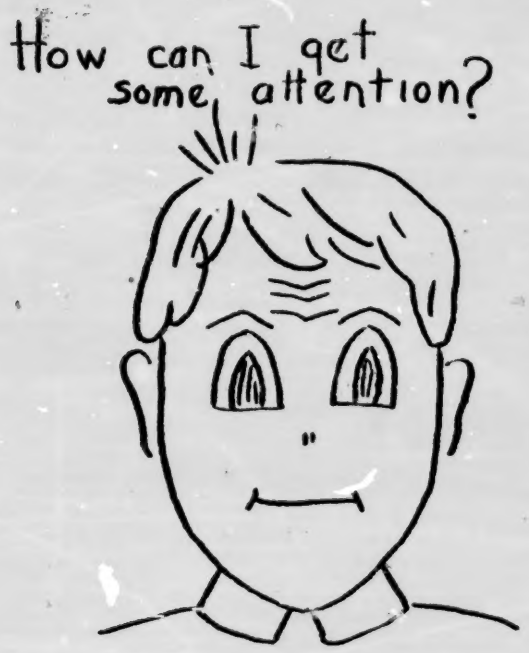
OVERLAY MATERIALS

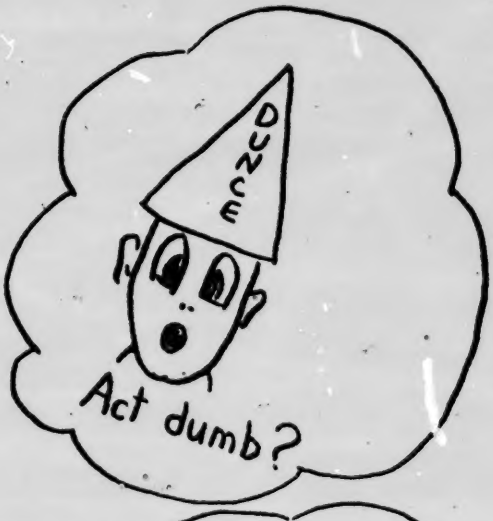
School

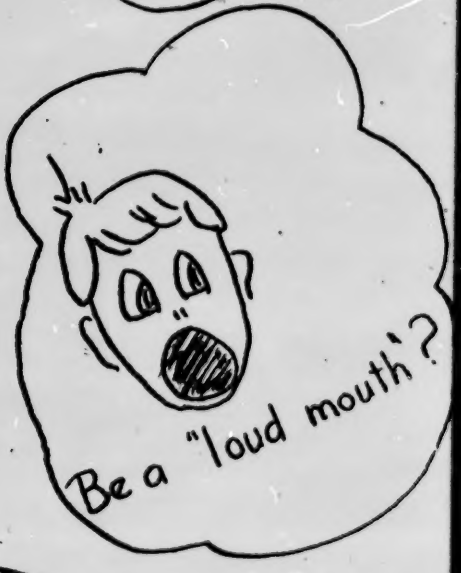

What a waste of time!
I hate that dumb school!
I'd rather be out having fun!!
I don't know why I come to school-- I never get anything right!!!
Dumb lessons!!


How can I get some attention?

Show off?

Know it all?

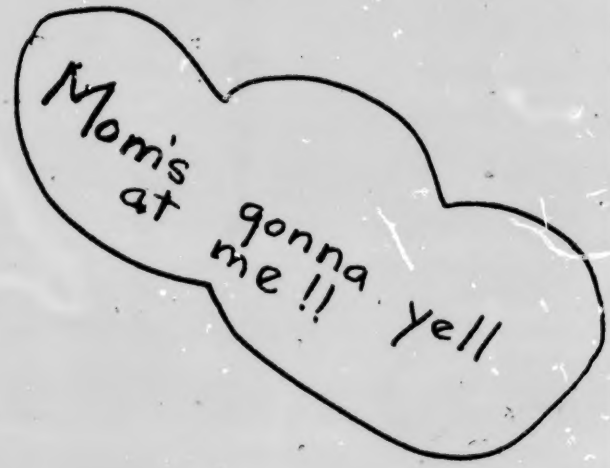

Act dumb?

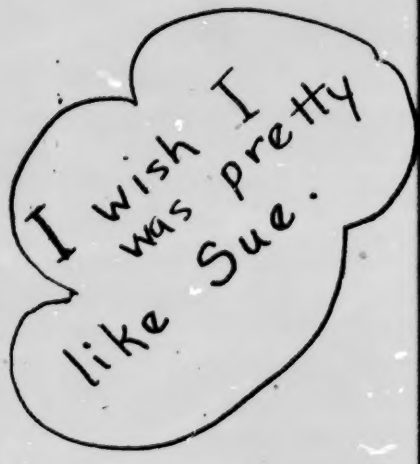

Be a "loud mouth"?

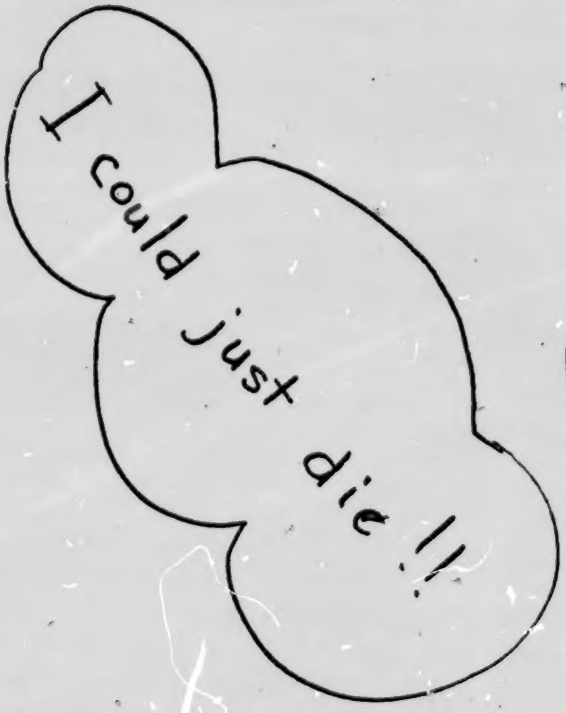
Act tough!

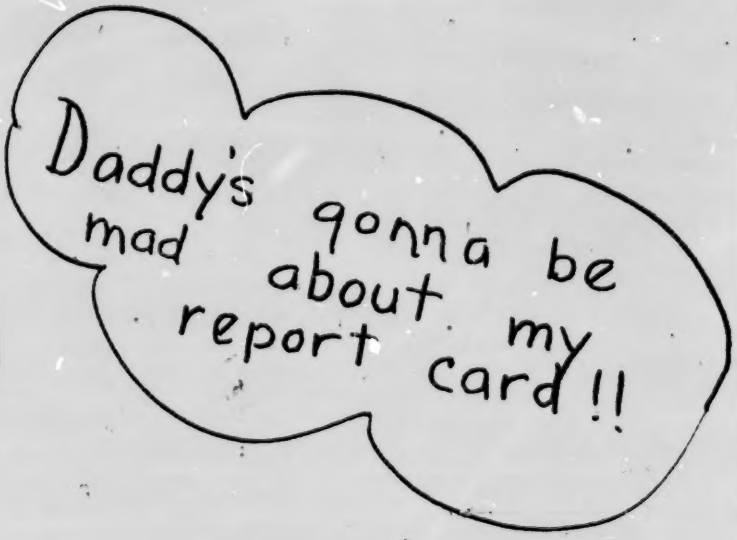
Act injured?

Nobody likes me!


Mom's gonna yell at me!!

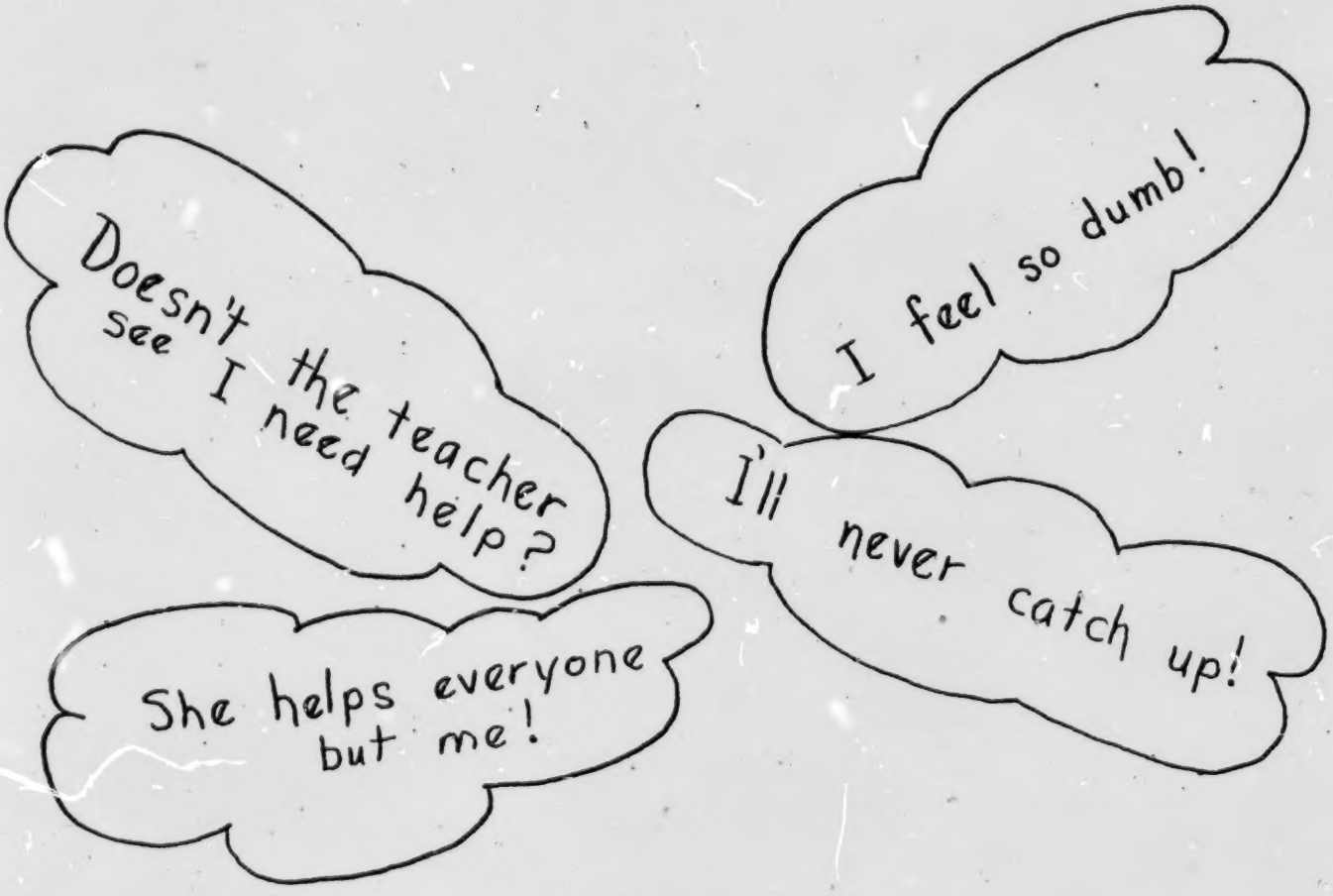

I wish I was pretty like Sue.


I could just die!!

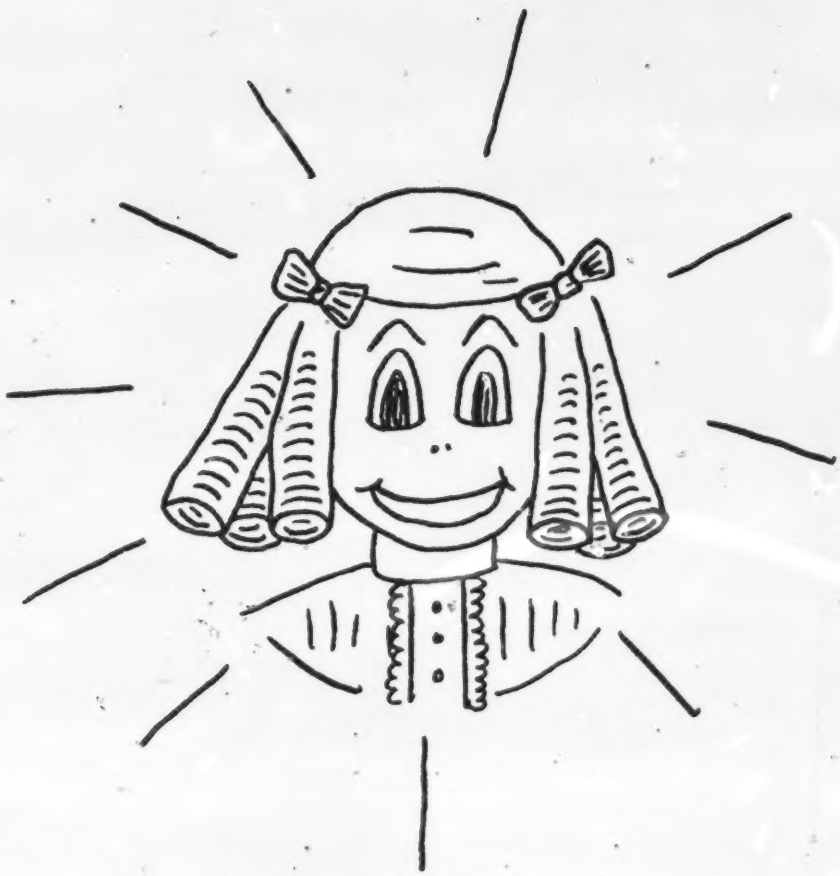

Daddy's gonna be mad about my report card!!

I'll show 'em!!
I wouldn't play with them even if they ask me!
They always leave me out!
I'm always the last one chosen for a game!!

Who?
How?
Where?
Why?
When?
Which?


Doesn't the teacher see I need help?
I feel so dumb!
I'll never catch up!
She helps everyone but me!

I don't care!
Teacher doesn't like me!
Why can't I ever get anything right?
Wish I was smart like my sister.
I can't play good enough for the team.
I can't let Dad see this paper!
What's the use...!!!



With 2 more points I can have my friend visit my class.
Arithmetic's a cinch- I've reached my goal in 3 days !!!
Daddy was sure proud of my last report card !!
Teacher said I looked real pretty today.
Man ! School is cool !!
Mom will flip when she sees my "GOOD DAY" card.
The kids want me in the class play!

Reinforcer-
Anything that causes a behavior to recur more frequently.

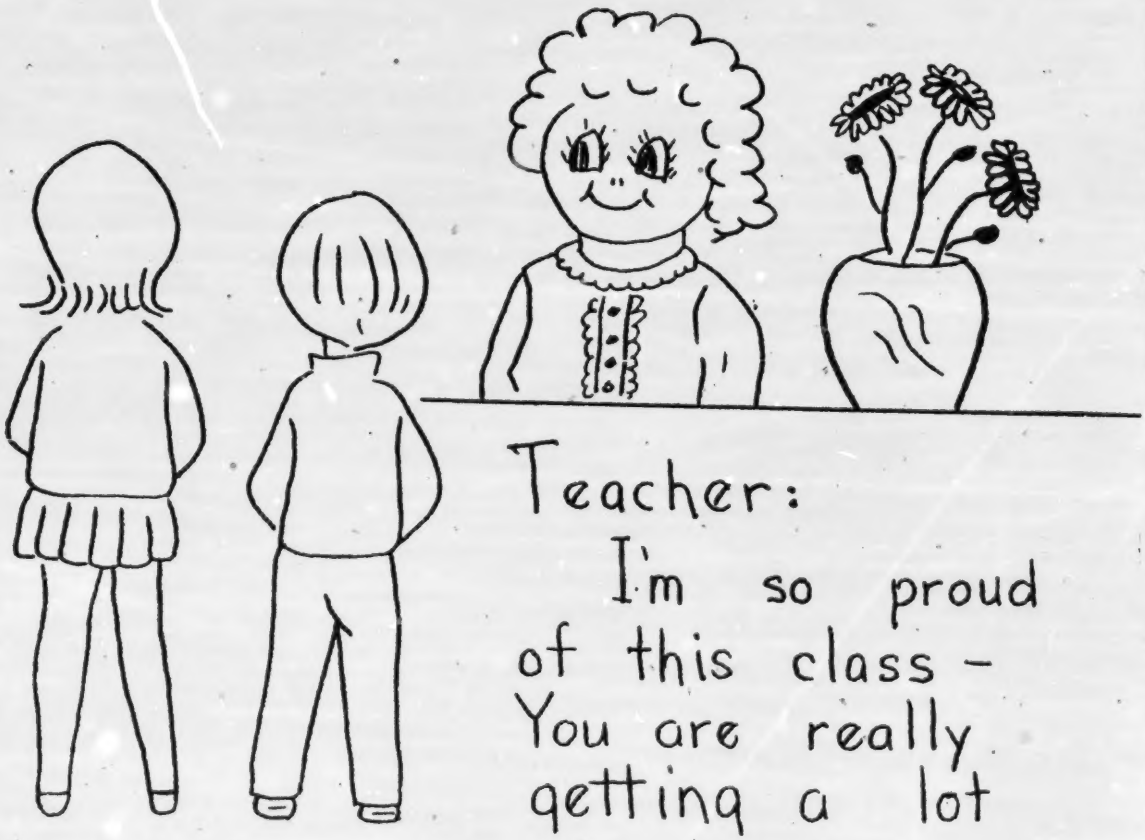
Level 1 - Tangibles

Combine praise - smile with tangible

Reinforcing behavior

Level 2 - Non-tangible

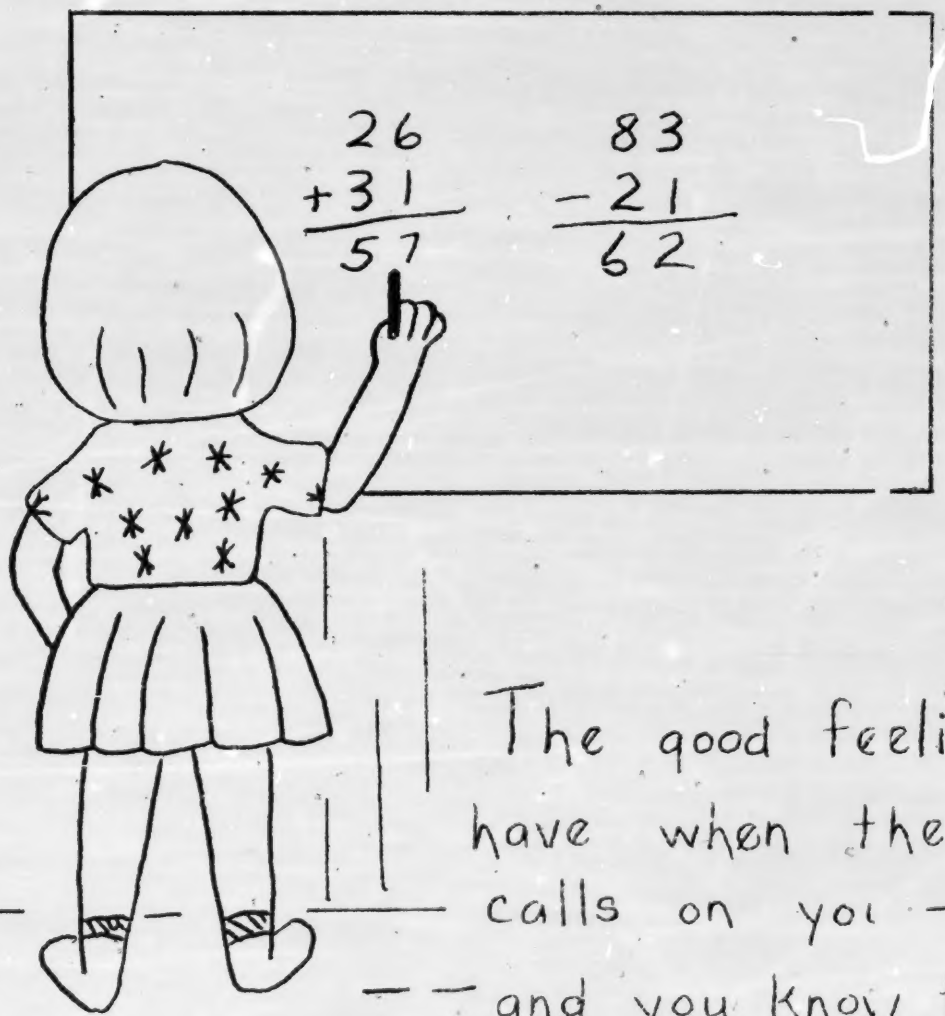
(Praise, smile, pat on the back)



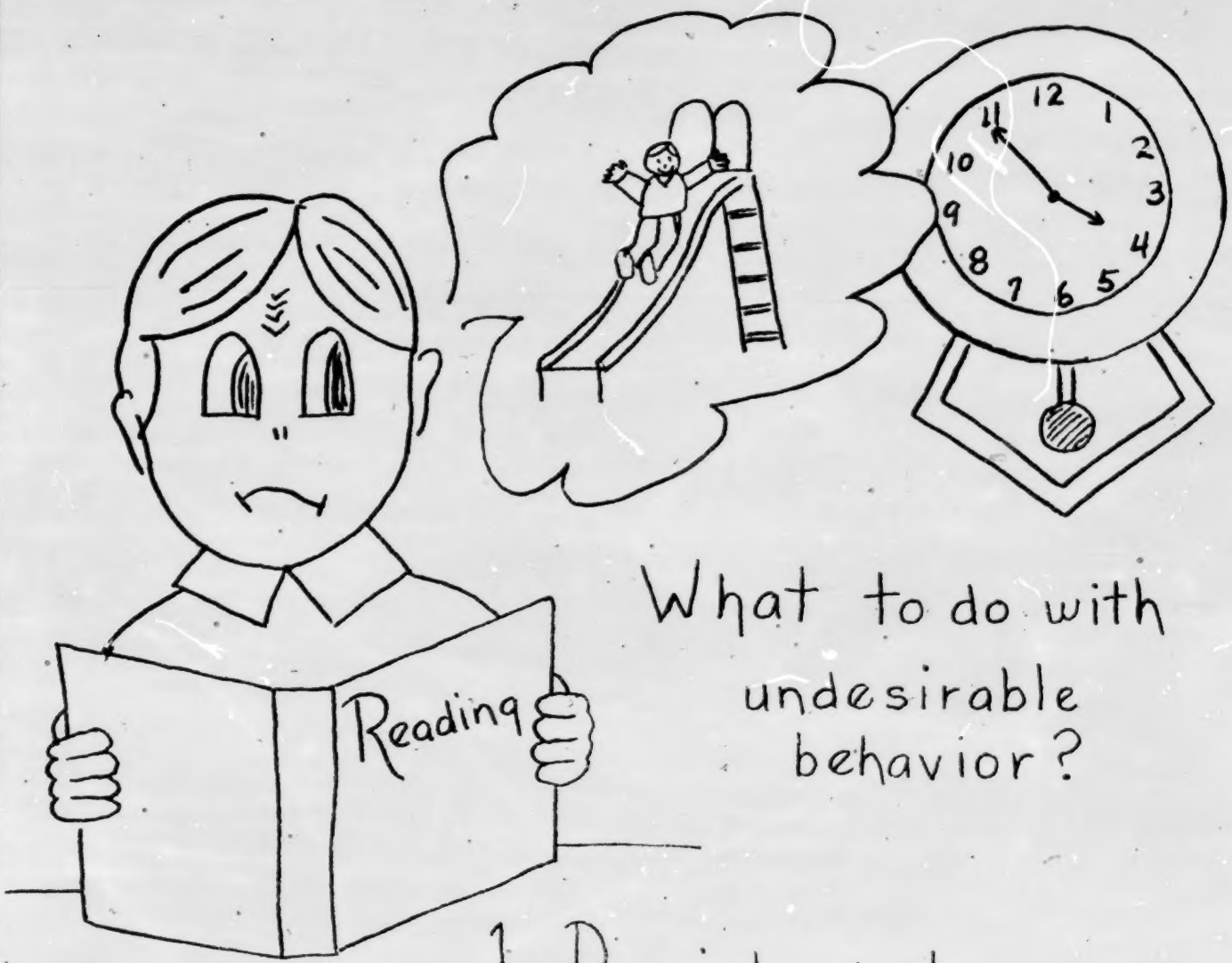
Teacher:

I'm so proud of this class - You are really getting a lot done today.

Reinforcing Behavior
Level 3 - Non-tangibles (controlled by self.)



The good feeling you have when the teacher calls on you — and you know the answer!



What to do with undesirable behavior?

1. Punishment or negative reinforcement?

Punishment alone doesn't work
You need to TEACH - and -
REINFORCE OTHER BEHAVIOR !!

— or —

2. Use a contingency

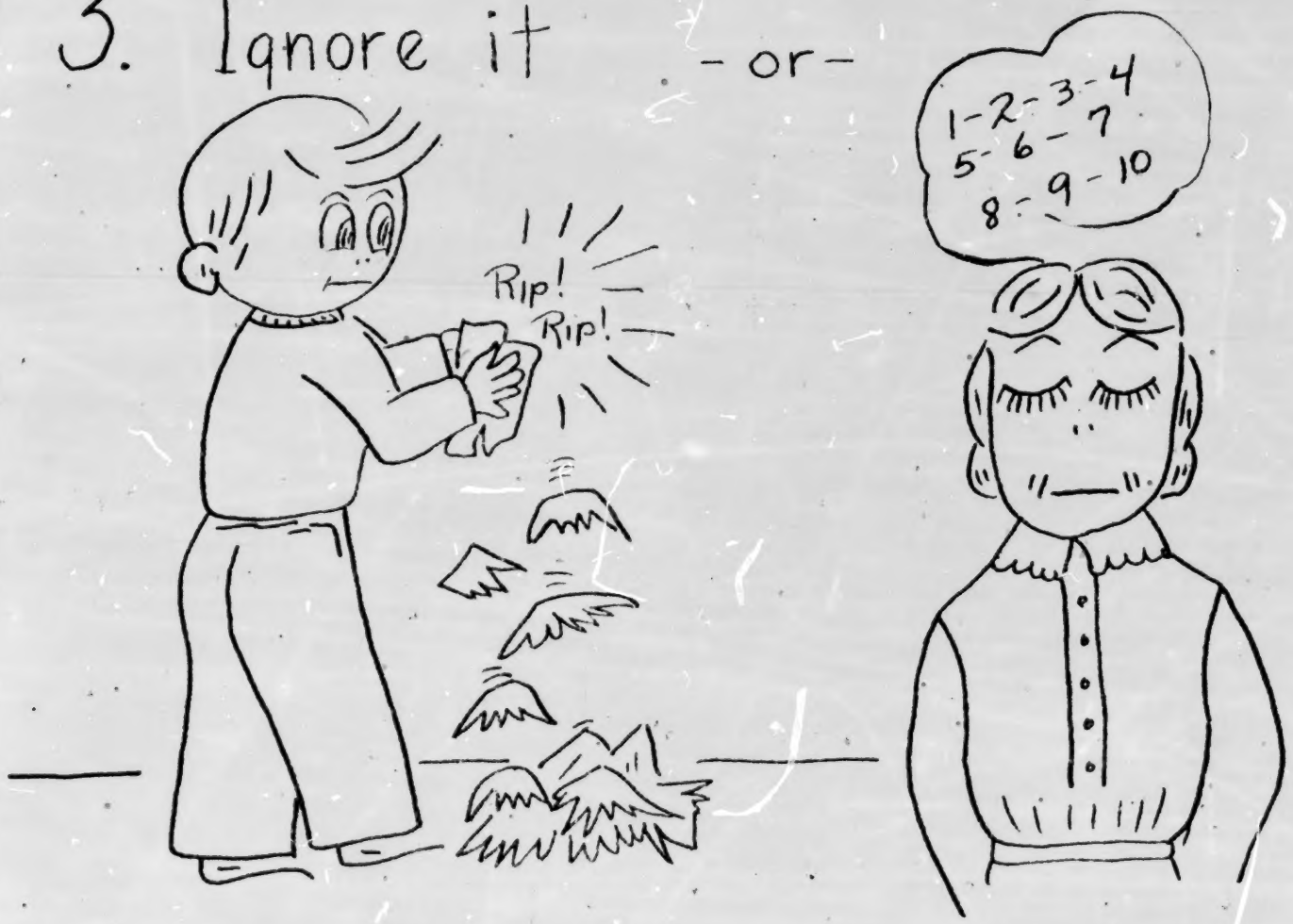
Substitute an acceptable behavior

... If you get to work and finish, you can ------

You may get out of your seat and ——— when this row is done.

When you finish two more problems we can play a game.

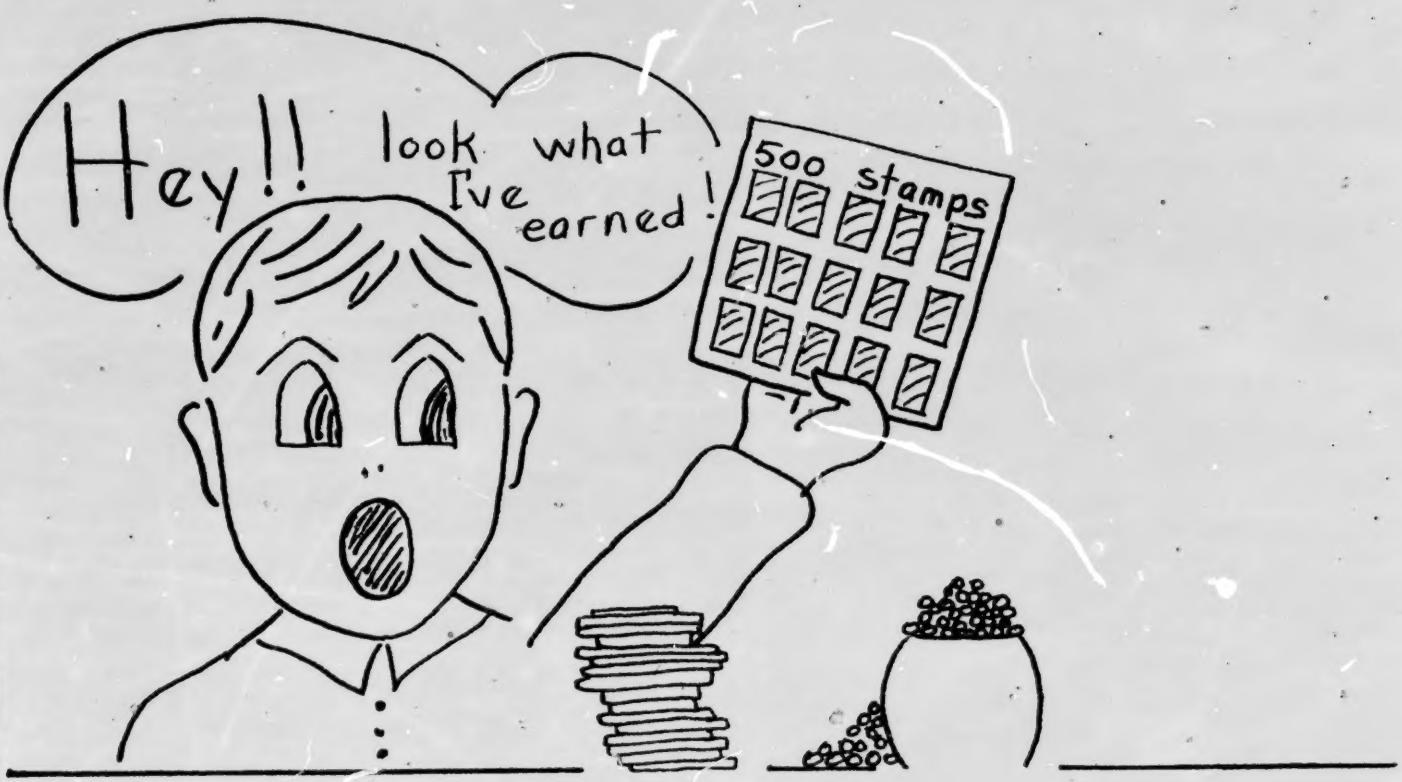
3. Ignore it -or-



then -

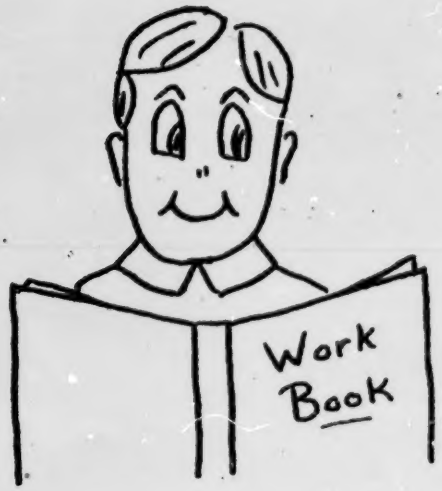
catch him being good - give positive attention to acceptable substitute behavior.

"I like the way you helped clean the room"



Reward -

Tokens (beans, chips, stamps, points, etc.) to be traded in for some reward.

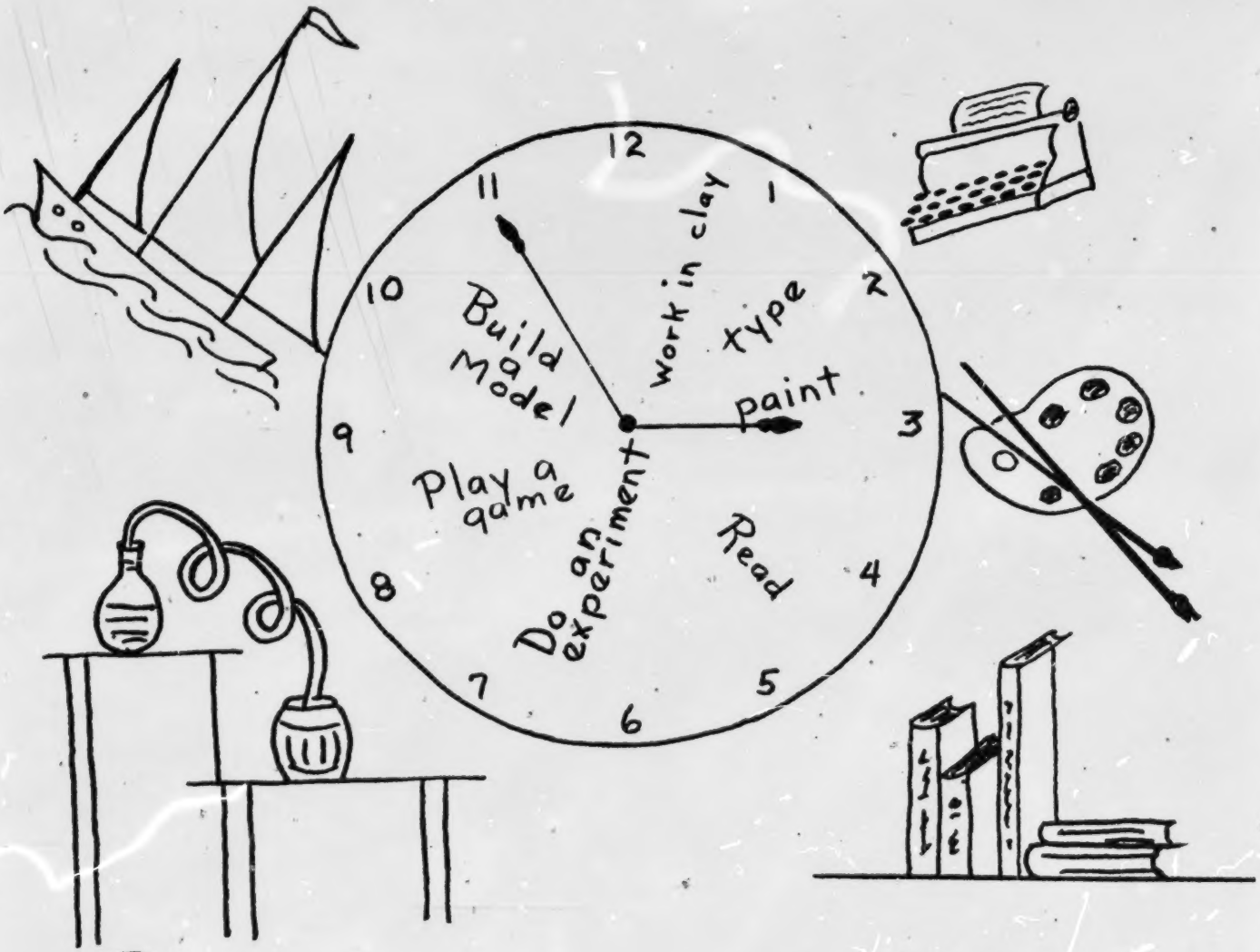


Teacher: John, I like the way you are working at your assignment.

Reward -

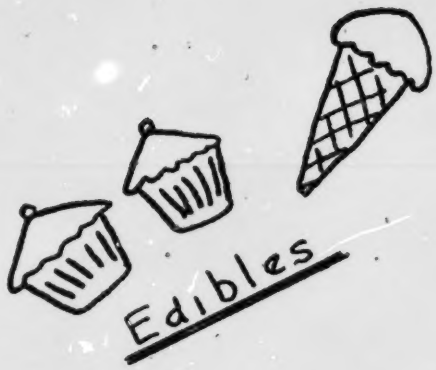
Attention given when child does what is wanted.

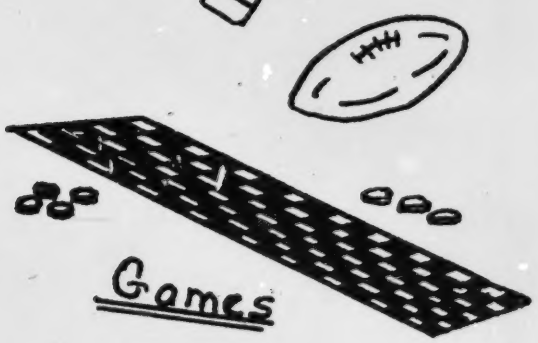
Best results if given immediately with a smile — a pat on the back -
USE NAME OF CHILD



Reward -

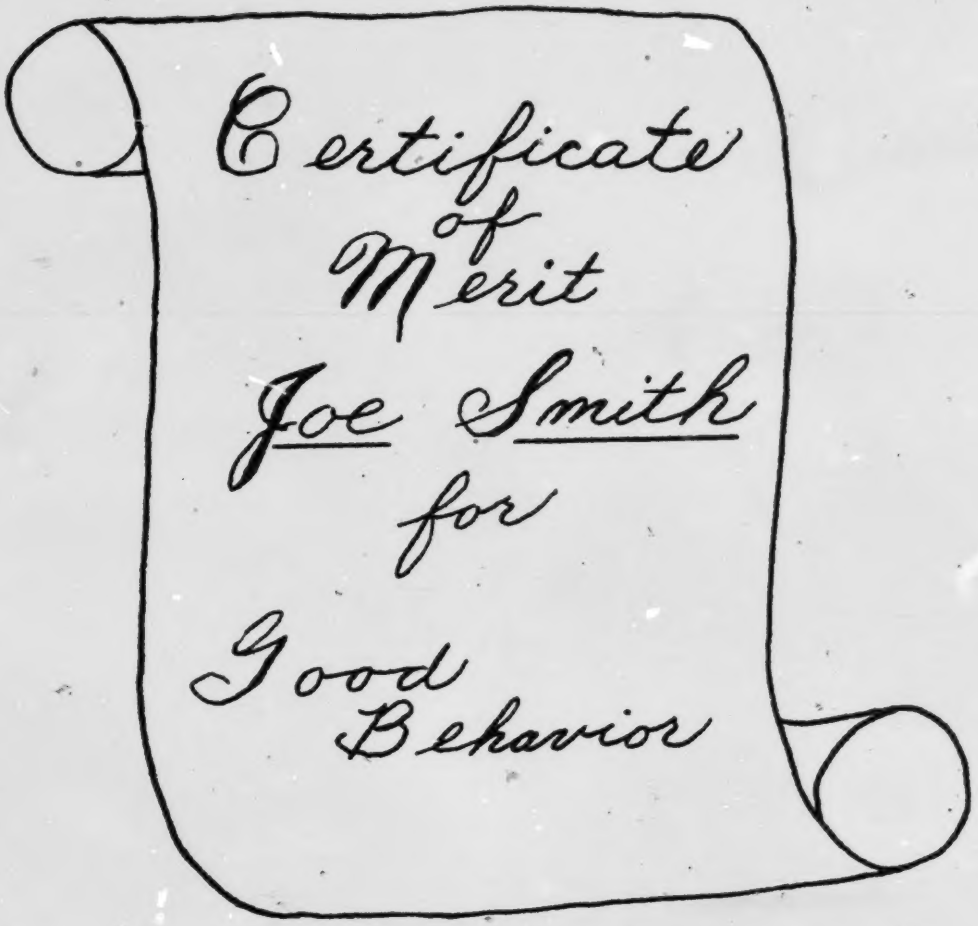
Earned time to be spent in interest center





Reward – _____

Articles given for something done well.



Reward –

A certificate to be sent home at end of the week.